

QUALITY AND PERFORMING ARTS EDUCATION:  
A CASE STUDY OF  
THE HONG KONG ACADEMY FOR PERFORMING ARTS

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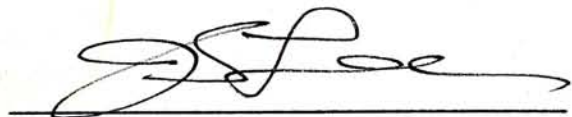
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## CHAPTER I

### INTRODUCTION

#### Importance of Quality Management

Quality management is a very significant element for the success of a business in the highly competitive markets. Quality is standard and excellence. Quality standard is a measure of customer satisfaction and the conformance to specifications and standards. Traditionally quality management is an important process in the manufacturing of products. However it soon becomes aware that quality management has a major role in the service sector as well.

In recent years discussions were also on whether quality management and assurance are applicable to the public sector, the most important of all is the health care service and education especially higher education. As pointed out by Roger Ellis in "Quality Assurance for University Teaching", responses to quality assurance in higher education fall into one or more of three categories:

- (1) Latent positions: Quality assurance is just a new label for a set of procedures that are well established in higher education. External examination, course validation, professional commitment, peer review and even examination results have all been put forward as aspects of quality assurance for university teaching. .... Quality assurance is

thus conceived as more or less latent in the university system and just requiring explicitly identification to make it manifested.

- (2) Radical positions: An opposite view is that quality assurance represents a novel approach to the establishment and maintenance of standards in universities. Imported from industry or health care, these approaches will give universities a necessary shake-up and in the process make them more accountable, student oriented and cost-effective.
- (3) Development positions: An intermediate view is that universities do indeed have much progress to make to assure quality for their teaching and courses but that they should establish systems and approaches that are distinctive and match the special characteristics of the academic endeavour. The basis for many of these procedures already exists in university practices but some imports will be desirable for the growth of the system. A system should thus develop which is customized for universities.

These three positions are not mutually exclusive: in clarifying existing procedures opportunity might be taken to effect improvement and there might be some borrowing from practice elsewhere.

In order to ensure that the education system of Hong Kong is comparable with the best internationally, quality assurance has also become an agenda in most of the educational institutions especially the tertiary sector. Indeed quality assurance is a new initiative in Hong Kong as it only drew the attention of the practitioners in 80s. This is also a relatively new concept and idea in the only performance arts education



institution in Hong Kong, The Hong Kong Academy for Performing Arts ("the Academy") since it has only been established for just a decade.

### Objectives of the Project

The objectives of this project are two fold:

- (1) to examine whether there is any quality management system in the Academy and is it working effectively ?
- (2) to examine the difficulties of applying the general quality control and measurement techniques to cultural / arts education like the Academy.

### Organization of the Project

This project is divided into seven chapters. Chapter one is an Introduction. It will briefly introduce the seven chapters in this project, generally look at the status and views of practitioners on quality management in the education sector. It will also outline the background of the performing arts education in Hong Kong and its relationship with higher education. It then defines the problem area of quality education in higher education.

Chapter two is the Research Methodology. It will state the process of data collection and the design of the project.

Chapter three is on general Literature Review and establishing a framework for analysis. It will survey the general concepts of quality, quality assurance standard

and quality management systems applicable to manufacturing and service sectors. It will further analyse the need for quality management in the higher education sector. It then tries to find out the corresponding terms used in education for customers and products.

Chapter four is Observation of the Academy's System of Quality Assurance and Policies. The quality management system of the Academy will be documented through review of literature published by the Academy. It will be accomplished through the observation by one of the author of this project.

Chapter five is the Perception on Quality Standard and the Quality Assurance System of the Academy. This is part of the data collection process through survey and the analysis of these results. Detailed interpretation of these results will be carried out with a view to make a summary of findings on the quality management system of the Academy.

Chapter six is to make a comparison of the data collected in chapters four and five with the BS 5750 standard. By comparing this standard with the existing system, it will reflect the extent of the adoption of a quality management system by the Academy. It will also outline the problems associated with the implementation of such a system.

Chapter seven deals with the Conclusion. It will draw conclusion on the existing quality management system of the Academy by using the results of the survey and comparing the standard applicable to service sector (BS 5750). It will then try to highlight the problem of implementing BS 5750.



### What is Performing Arts and Its Education ?

Performing arts include dance performance, drama, music, opera ... etc., any form which is expressed by presentation to audience. Performers through which he channels his communication with the rest of the world. Dr. John Hosier, the former Director of the Academy, in his "Education for Performing Arts" said that "The performing arts can offer audiences intellectual stimulation, a challenge to complacency, emotional release, spiritual enrichment, passion, a sense of joy or pain, an insight into the human condition; or simply a diversion, an escape from the realities of the world, an entertainment."

The role of education of performing arts in a narrow sense is the provision of training to future professionals who will in future be engaged performance as their career. In a wider sense, it embraces the arts education which is concerned with the development of those other intellectual capacities that may be identified through artistic activities. An arts education can enable many children to identify those activities in which they can assume a positive identity, a sense of individuality, achievement, motivation and self-confidence. Arts education can also develop creativity in the individual. In a balanced education, the arts must complement the academic subjects.

### Performing Arts Education in Hong Kong

The provision of arts, not in particular performing arts, in Hong Kong school curriculum is minimal. Hong Kong schools are generally regarded to be among the most examination-driven in the world. Academic achievement is seen to be the key to all future career, and in most Hong Kong families, as a means for the children to

contribute to the future financial security. Indeed much of the provision of arts education is provided outside classroom and formal school curriculum. These include private tuition of music training, courses run by Music Office, dance schools and educational activities for young people organized by the professional companies.

### Hong Kong Tertiary Education and Arts Education

The Hong Kong tertiary education's emphasis is on traditional academic studies. There are nine institutions (both universities and diploma granting) funded by the Government Agency, University Grants Committee of Hong Kong (formerly known as University & Polytechnic Grants Committee of Hong Kong.) Each institution is an autonomous unit which has a Council responsible for the management of its affairs and activities. The objective of these institutions is for the provision of appropriate internationally recognized academic programmes to meet the manpower and education requirements. It is the societal needs to have a supply of high quality and bilingual manpower and an engine-room of innovative science and technology. These institutions are considered as the main stream of the society.

Although the general academic tertiary education is flourishing, the arts education does not. The programmes provided centre around the general academic achievement. Programmes in relation to arts are only provided by The Chinese University of Hong Kong and The Baptist University. There are no courses offered for full-time training of professional performers. It was the establishment of the Academy in 1984 that the provision of performing arts education become formalized and its scope is widened.



## The Hong Kong Academy for Performing Arts

Although Hong Kong is described as the cross-roads of both Chinese and Western Cultures, its emphasis was the materialistic life and the nurturing of artistic culture was ignored. Various forms of performing arts such as Chinese opera, drama, and western music struggled to survive through limited grants or support from private patronage. In 80s, the flourishing of the Hong Kong economy had raised the general standard of living of Hong Kong people. Some of them turned to a better quality of life.

At that time, Hong Kong was called as the "desert of culture" This led to the expansion of activities in the performing arts in Hong Kong through the investment in performance venues and performing companies. People of Hong Kong then recognized that Hong Kong had reached a stage of cultural development similar to other societies where performing arts institutions had long been established. The Academy was therefore established with the objectives as cited in The APA Ordinance 1984 as "The objects of the Academy shall ..... be to foster and provide for training, education and research in the performing arts and related technical arts".

As stated in the Academy's Institutional Review Document 1992, Volume 1, the philosophy of the Academy in its activities are :

- (1) to develop the performing and creative potential of its students, technically and artistically, to the limit of their abilities and talents, and to inculcate in them an awareness of international standards and requirements;

- (2) to be responsive to the particular needs of Hong Kong, acknowledging the responsibilities of the Academy for developing new audiences, new works and higher standards in artistic and technical presentation, bearing in mind the needs to create employment opportunities for its graduates, and to contribute to the forging of a positive cultural identity for Hong Kong.

### Problem Definition

There are different approaches or generally accepted standards for quality management and assurance in manufacturing and service sectors. There is no one single standard or system universal to the education sector. What is the quality standard of education institutions in Hong Kong? What are the attitudes of the teaching staff and administrators?

The Hong Kong Academy for Performing Arts is a tertiary institution and it provides a unique training - arts. It would be interesting to find out whether it has any effective quality management system and whether a particular type of practice is suitable to it.

As pointed out in the previous paragraphs, teaching practitioners hold different views about quality management system. Problems and difficulties in applying quality management practices are evident in using the Academy as an example. We would see some light of it.



## CHAPTER II

### RESEARCH METHODOLOGY

#### Project Design and Data Collection

The subject of this research is to study the quality management practice in a unique institution. We would like to learn how the general quality management practices commonly used in the business sector could be adapted to suit the special context of the Academy. Philip Crosby defined quality as “conformance to requirements”. One of the major elements in this study is to understand the requirements of the students and their perception of the quality practice of the Academy. The approach used in this project is mainly through case study. Data collection is by observation and documents as existed in the Academy. It is also assisted by conducting survey of all students and staff members using questionnaire.

#### Case Study

A case study approach is adopted in this project. The quality management system of the Academy was first documented by using the existing documents and literature available. In order to analyze or to provide information as to the effectiveness of the existing system, questionnaires were sent to all existing students and staff members to collect their views and perceptions on the quality standard of the

Academy. The British standard for manufacturing and service sector (BS 5750) was then used to contrast with the Academy's system to highlight whether this type of standard is applicable to education institutions.

### Questionnaire

A quick and economic way to gather information is by questionnaire. We sent questionnaires to all students to avoid sampling bias. Questionnaires were also sent to all teaching staff since they are responsible for delivering the services. That is to say they play a key role in the operation of a higher education institute.

“Assessing Quality in Further and Higher Education” by Allan Ashworth and Roger C. Harvey was used as the main reference in designing the questionnaire. Suitable factors selected from the book were reviewed and modified to suit our information gathering purpose. These factors in assessing quality in higher education formed the structure of the draft questionnaire.

The draft questionnaire was sent to a senior executive of the Academy who had kindly reviewed it and made valuable suggestions. The revised questionnaire was then pre-tested and fine tuned before despatched to all teachers and students.

### Focus Groups and Interviews

It was intended to arrange focus groups with students and also interviews with staff members after a preliminary analysis of the survey results. The purpose is to

gather qualitative and in depth information which is difficult to obtain from the questionnaire. Besides, we would also like to know their response to the findings.

Unfortunately, this project had turned out to be a sensitive issue in the Academy. There was strong objection from certain Schools of the Academy and response from these units were "not encouraged." Under such circumstances, students and staff members refused to talk on the subject. It was impossible to arrange focus group and interviews as planned.



## CHAPTER III

### LITERATURE REVIEW

#### Why Concern About Quality?

##### Overseas

There has been a growing concern about quality in higher education around the world. Quality has been considered by many as largely a business concept. In the United States, higher education institutions are getting more interested in quality management. People generally believe there is a link between education and the competitiveness of a nation. The business sector relies on higher education to equip their potential employees to be internationally competitive. However, the outcome has not been satisfactory. The general public perceive that the quality of higher education has actually declined over the last thirty years or so.<sup>1</sup>

In addition to the competition from the high quality foreign products and services, there is another crucial force from major competitors of America which Armand Feigenbaum calls "an invisible form of competition." It is the way how people would think of quality and act. Feigenbaum opines that American's competition in the

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<sup>1</sup>

Stein, R. H. and Moodie, G. "The Issue of Quality." Journal for Higher Education Management. Vol. 9, No 2, Winter/Spring 1994

quality of the education infrastructure and also the education in quality in very important. It is the development of teamwork, skills and attitudes.<sup>2</sup>

Like their counterparts in the commercial and manufacturing sector, competitive pressure in the education sector has forced education institutions to look for alternative methods in order to compete among institutions, retain good students, improve service and balance their budget. The rising costs in higher education had prompted the general public and legislatures to demand greater accountability from educational institutions. Many college administrators have to find ways to reassure the public that their institutions are performing well and their customers are being well served.<sup>3</sup>

Most higher education institutions rely on financial and other forms of support from government, taxpayers, students, foundations and many other organizations. They have a responsibility to demonstrate to its supporters that the objectives of the institution are being achieved in a cost-effective manner. There is increasing external demand for accountability of the institutions that the resources they obtained from the public are well utilized.<sup>4</sup>

There is an international trend in increased government intervention in quality of higher education. New and additional quality programmes are imposed through the process in granting of resources. For example, universities in England are assessed

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<sup>2</sup> Feigenbaum, Armand V. "Quality Education and America's Competitiveness." Quality Progress. Vol. 27, No. 9, September 1994

<sup>3</sup> Beaver, William. "Is TQM Appropriate for the Classroom?" College Teaching. Vol. 42, No 3, Summer 1994

<sup>4</sup> Maryann, J., Astin, A., and Ayala, F. "College Student Outcome Assessment: A Talent Development Perspective." Association for the Study of Higher Education, 1987



and ranked by the Higher Education Funding Council. The ranking directly influences the calculation of institutional operating grants.<sup>5</sup>

Van Vught and Westerheijden from the Netherlands had conducted a research study on education in Western Europe. Their findings indicate that there are four factors which are believed to be the reasons for the increased attention of quality in higher education.<sup>6</sup> They are:

- societal concern in increase of public expenditure;
- expansion of higher education systems;
- increased openness of many sectors in present day societies; and
- international mobility of students, teachers, and researchers.

Besides competing for funding and other resources, the factor of international mobility forces education institutions to maintain a high standard in order to attract good quality faculty members and students.

### Hong Kong

The effect of the factor of expansion in the higher education system is particularly relevant in Hong Kong. In October 1989, the Governor of Hong Kong announced a major and unexpected expansion of degree level places. The ambitious expansion was to catch up with other countries in percentage provision of degree

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<sup>5</sup> Harman, Grant. "Australian Higher Education Administration and the Quality Assurance Movement." Journal for Higher Education Management. Vol 9, No 2, Winter/Spring 1994

<sup>6</sup> Harman, Grant. "Australian Higher Education Administration and the Quality Assurance Movement." Journal for Higher Education Management. Vol 9, No 2, Winter/Spring 1994



places. It was also thought that there was another reason which was not stated. The decision was commonly considered to be the Government's response to boost people's morale and faith in the future of Hong Kong at a time when people felt a sense of political uncertainty.<sup>7</sup>

The societal expectations are causing fundamental changes in the structure of the higher education system. One of the forces is the demand for equal access to higher education which tend to increase the spread of the ability range of the students. This has the effect of lowering the overall standard of the courses. The developed nations are attempting to tune their higher education system to higher quality and to tailor different institutions to different identified needs of the society. The rapid expansion in degree places raises question of whether there would be sufficient qualified students to fill the places. It created concern and called for efforts to maintain standard of higher education in Hong Kong. In addition, a trend has emerged to provide separate types of institutions for the delivery of higher education.<sup>8</sup> It is also necessary to maintain the respective high standard of the various types of institutions.

### What is Quality?

*"Quality is, how do you know what it is, or how do you know it even exists? If no one knows what it is, then for all practical purposes it doesn't exist at all. But for all practical purposes it does exist.."*

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<sup>7</sup> Caldwell, Eveline M. "The State's Influence over Quality in Higher Education: Quis Custodiet Ipsos Custodes?" Educational Research Journal. Vol 8, 1993

<sup>8</sup> Kao, Charles K. "Quality of Education for the 21st Century." Educational Research Journal. Vol. 4, 1989

This was the "I can't define it but I know it when I see it" identification of quality stated by Robert M. Pirsig in 1976. The characteristics of quality were elusive and he came to the conclusion that it might be better not try to define it at all.<sup>9</sup>

One of the definitions found in a dictionary is "*(degree, especially high degree, of) goodness or worth.*" It is somewhat ambiguous. Sometimes people use the word quality to imply excellence or superiority, a subjective perception or judgment. In other circumstances the word is used in a more objective sense to refer to a standard or measurement.

Some other frequently quoted definitions include :

*"The predictable degree of uniformity and dependability, at low cost and suited to the market"* - W. E. Deming, Quality, Productivity and Competitive Position, (1982)

*"The totality of features or characteristics of a product or service that bear on its ability to satisfy a stated or implied need."* - British Standards Institution (BS 5750, 1987 and 1990)

*"Quality is the degree to which a specific product conforms to a design or specification."* - Harold L Gilmore, Product Conformance Cost, (1974)

*"Quality is fitness for use."* - J M Juran, Quality Control Handbook, (1974)

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<sup>9</sup> Doherty, Geoffrey. "Can We Have a Unified Theory of Quality?" Higher Education Quarterly. Vol 48, No 4, October 1994

Philip B. Crosby opined that it is an erroneous assumption to consider quality as meaning goodness<sup>10</sup> which is hard to define and people have different interpretation on the same word "quality." He stated the first Absolute of Quality Management is "*Quality has to be defined as conformance to requirements,*" and he stressed "*not as goodness.*"

### Meaning of Quality in Higher Education

#### The Trend

Higher education institutions in the US have traditionally defined quality as excellence and in terms of reputation and resources. People often use the term quality to indicate praise. It refers to good and exemplary attribute of the institution. Quality in this sense refers to technical excellence which could be reflected in its rank in the list of institutions revealed. It also depends on the number of faculty members with higher degrees from top universities, financial resources, endowment and student attributes.<sup>11</sup>

The current trend in many American institutions is to view quality as dynamic and changing. These institutions adapt management tools tested in other sectors and apply them in education. They learnt total quality management from the manufacturing sector and continuous quality improvement in the healthcare industry.

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<sup>10</sup> Crosby, Philip B. "Quality is Free." McGraw-Hill, 1979

<sup>11</sup> Jacobi, M, Astin, A., and Ayala, F. College Student Outcome Assessment: A Talent Development Perspective. Association for the Study of Higher Education, 1987



Higher education in United States is becoming more businesslike and market oriented. They consider customer satisfaction as the most crucial element.<sup>12</sup>

Gabrielle Baldwin of Australia pointed out there is a slide from a use of the term “ quality” in Australian higher education. The term suggests judgement and evaluation (as in “assessing the quality”) to a use which is emptily congratulatory (as in “quality teaching”). The shift indicates the pressure of higher education institutes to move from genuine appraisal of effectiveness to public relations and promotions to sell their product.<sup>13</sup>

### “Fitness for Purpose”

It is generally accepted that higher education institutions have two major roles. One is in research activities. It is a major element in the judgement of the standard of a department or the whole institution. The other element is the standard of its teaching provided to students. The two are not in conflict since both should be aimed to improve the effectiveness of teaching and to satisfy the needs of the society.

The purposes of higher education are to meet the needs of its students in the wildest sense. They include the personal, academic and learning needs of the students and also the long term need in meeting the expectations of their future employers and contributing to the society. Institutions should ensure that their courses provide the knowledge and skills which will be appropriate for the future. There are a variety of

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<sup>12</sup> Rucgardsib, R. and Wolverton, M. “Quality and the Public Interest.” Journal for Higher Education Management. Vol 9, No 2, Winter/Spring 1994

<sup>13</sup> Baldwin, Gabrielle. “The Student as Customer: The Discourse of “Quality” in Higher Education.” Journal for Higher Education Management. Vol 9, No 2, Winter/Spring 1994

higher education institutions which focus on different aspect of society needs. The definition of quality in higher education is not absolute. The "fitness for purpose" is the most important criteria in judging the quality of an institution.<sup>14</sup>

The traditional approaches which focus on reputation and resource have one critical drawback. It does not necessarily reflect the fundamental purpose of the institution which is the education of students. The principal reason for having the institution is to develop "human capital" of the society. The excellence of the institution should be gauged by its effectiveness in developing the talents of its students and not purely on its resource and reputation.<sup>15</sup>

John Jay Bonstingl opines that the real business of education is to create success for all. He thinks educators should be aware that they are in the business of human success. Their success is shown by the growth and development of people through encouragement. Education should aim "to develop the unquenchable appetite for learning." Bonstingl suggests the way to maximize success is through "total quality philosophy."<sup>16</sup>

After reviewing literature on issues of defining quality in higher education, Eveline M. Caldwell opines that quality has no meaning except in relation to purpose and function.<sup>17</sup> Roger Ellies also feels that customer satisfaction is too important to

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<sup>14</sup> Perry, Pauli. "Quality in Higher Education." The Future of Higher Education. 1991

<sup>15</sup> Jacobi, M, Astin, A., and Ayala, F. College Student Outcome Assessment: A Talent Development Perspective. Association for the Study of Higher Education, 1987

<sup>16</sup> Bonstingl, John. "The Real Business of Education: Creating Success for All." Quality Progress, Vol. 27, NO. 10, October 1994

<sup>17</sup> Caldwell, Eveline M. "Quality in Higher Education: A Theoretical Study." Educational Research Journal. Vol. 7, 1992



lose and the notion of fitness for purpose is perhaps the most straight forward definition. His suggested working definition of quality is *"Quality refers to the standards that must be met to achieve specified purposes to the satisfaction of customers."*<sup>18</sup>

### Who Are the Customers ?

One of the principal aims in higher education is to produce successful graduates who are required by the society and will be promptly employed. Most students also have similar desire. There is a view that opines employers, or some other agents of the society, are the primary customers. It would be to the best interest of the education institute to prepare their graduates well for employment. Those who support this view think employers should thus be treated as the ultimate customers and the objective is to meet their needs.

In fact many parties also have an interest in higher education. Teachers, staff of the institution, parents and the government are all interested parties. Every entity, industry, family or individual, is affected by the standard of the education process. Some people might include the variety of external customers as wide as the whole society.<sup>19</sup> However, care should be taken to distinguish between stakeholders, who have interest in, and the actual customers who pay.

Another view is that customers should be confined to those who make direct payment to the education institution for the tuition service, usually in the form of a

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<sup>18</sup> Ellis, Roger. "Quality Assurance for University Teaching: Issues and Approaches." Quality Assurance for University Teaching. Open University Press, 1993

<sup>19</sup> Rinechart, Gray. Quality Education. ASQC Quality Press, 1993



course. They include the funding body, parents and employers who subsidize their members, other organizations who pay on behalf of students such as charity or welfare organizations, and of course, the primary customers, the fee paying students.<sup>20</sup>

However, there are arguments against considering students as primary customers of education for the purpose of education quality. One is that students have no conception of what they must learn and to what standard.<sup>21</sup> If we considered the student as the "product", then the employers and society are the ultimate customers. In most countries the taxpayers pay the lion share of the education expenses and not the students.

There is a multiplicity of customers and it is almost impossible to satisfied all their needs simultaneously.<sup>22</sup> Students are generally considered to be the most important customers of education. Not only that they pay for the education service, they are also the receiver of the service. The quality of the education service received would also have significant impact and consequence on the future of the students. The cost of quality to them, which is the expense of non-conformance of requirements, will include the loss of money without getting back what it worths, time committed in terms of years of study. The opportunity is difficult to substitute and it is also hard to provide redress.<sup>23</sup>

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<sup>20</sup> Cliff, Andrew. "Measuring Quality in New Zealand Polytechnics." Journal for Higher Education Management. Vol 9, No 2, Winter/Spring 1994

<sup>21</sup> Rinechart, Gray. Quality Education. ASQC Quality Press, 1993

<sup>22</sup> Elton, Lewis. "University Teaching: a Professional Model for Quality." Quality Assurance for University Teaching. Open University Press, 1993

<sup>23</sup> Ellis, Roger. "Quality Assurance for University Teaching: Issues and Approaches." Quality Assurance for University Teaching. Open University Press, 1993

### The Role of the Students

William Glasser suggested students are more like lower level employees although technically they are not. Students are not passive customers but must actively engaged in the learning process. They must be motivated to perform. There are performance expectations and they are evaluated. Customers will not concern with fear but employees and students will.<sup>24</sup> These are some of the similarities between students and employees. Students are not just customers. These additional role of students requires attention when applying quality improvement programme in an educational institution.

### Who Should Set the Standards?

The student is actively involved in the process while the service, the learning, takes time to develop and be appreciated. The higher education system must see its students as both the customers and also the product of the education service. What is the specification in education? It is difficult to set the standard for service and it is even more difficult in education where the customer is also the product.

There are two crucial complicating factors in setting standards for education. The first one is that there is no generally accepted method to substantiate the relationship between the quality of teaching and the result of learning. The other problem is the professional status of the lecturers. Although they mostly spend a large proportion of their time in teaching, there is no formal requirement of teacher training. Besides, their credibility generally depends on their knowledge of their subject and not

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<sup>24</sup> Helms, Susan. and Key, Coretta H. "Are Students More Than Customers in the Classroom?" Quality Progress. Vol.27, No.9, September 1994



on how effective they perform their major function in teaching.<sup>25</sup> It is difficult to evaluate the quality of the teachers and their teaching.

In addition to the different needs of various stakeholders and customers which are already difficult to identify, there is an additional complication on which party should set the standard in order to measure the quality. In 1985, the then Secretary of Education in the United States, William Bennett indicated that *“colleges should state their goals, measure their success in meeting those goals, and make the results available to everyone . . . If institutions don't assess their own performance, other - either states or commercial outfits -- will most likely do it for them.”*<sup>26</sup>

Education is a professional service provided to students. The British Standard definition of “quality” explicitly recognizes that the “stated and implied need” in a professional service may in part be defined by the professional who supply the service. The professional here has a dual role. They have an expert understanding of the need of their customers. Besides, they also need to set standards to maintain their professionalism.<sup>27</sup>

On the basis of the better information on the courses planned and delivered, the education institutions are in a better position than the other entities to set the standards. In Hong Kong, the University Grants Committee (formerly the University

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<sup>25</sup> Ellis, Roger. “Quality Assurance for University Teaching: Issues and Approaches.” Quality Assurance for University Teaching. Open University Press, 1993

<sup>26</sup> Nichols, James. A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation. Agathon Press, 1991

<sup>27</sup> Elton, Lewis. “University Teaching: a Professional Model for Quality.” Quality Assurance for University Teaching. Open University Press, 1993



and Polytechnic Grants Committee) has delegated responsibility for quality to the institutions themselves.<sup>28</sup>

### The Need of Communication

Crosby defined "quality" as "conformity to requirements." In explaining "requirements", Crosby also pointed out that one have to ask and understand what is needed. He used the dialogue of two persons as an example to demonstrate how to understand the requirements of the other party. "Requirements" are really only answers to questions and, requirements, are actually communications.<sup>29</sup>

Education is an interactive process. The students are most intimately involved. They should be consulted in order to understand their requirements and expectation. By communication between the supplier of the education service (teachers and administrators) and the customers (the students), it would improve understanding and help to arrive at an explicit and realistic set of quality requirements.<sup>30</sup>

Many higher education institutions try to respond to the challenge for better quality. They borrow the management concepts and methods from the business and industry sector. The most widely used quality management approach is Total Quality Management(TQM). Many people believe it is one of the major reasons for the

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<sup>28</sup> Caldwell, Eveline M. "The State's Influence over Quality in Higher Education: Quis Custodiet Ipsos Custodes?" Educational Research Journal. Vol. 8, 1993

<sup>29</sup> Crosby, Philip B. Quality Without Tears. McGraw-Hill, 1984

<sup>30</sup> Ellis, Barbara. "Total Quality Management in an Education and Training Context." Quality in Education and Training. Kogan Page, 1993

postwar economic miracle of Japan. The main elements of TQM are systematic planning, continuous improvement and focus on the "customer."<sup>31</sup>

Listening to students is a vital element in the quality process in judging how well is the education service provided. Good teaching is always based on concern for students. It is just as important as expert knowledge and good teaching technique.<sup>32</sup>

For the quality improvement effort in an education institution to be effective, there is nothing more important in understanding the needs and feedback of the students. The importance of student based information is emerging. Researches conducted in England indicates that the overwhelming majority of students welcomed the opportunity to express their opinions and were delighted to have some input into any future decision making process.<sup>33</sup>

### Resistance for Quality

There are obstacles in implementing quality improvement programmes in higher education institutes, particularly if the pressure for change is from outside. Many faculty members and administrators see quality initiatives as a threat to institutional autonomy. They also fear the move would affect the power and standing of the academic profession. They think quality should be left to the higher education institute to handle. However, experience in Australia reveals that without external

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<sup>31</sup> Stein R. H. and Moodie, G. "The Issue of Quality." Journal for Higher Education Management. Vol 9, No 2, Winter/Spring 1994

<sup>32</sup> Baldwin, Gabrielle. "The Student as Customer: The Discourse of "Quality" in Education." Journal for Higher Education Management. Vol 9, No 2, Winter/Spring 1994

<sup>33</sup> Mazelan, P. M., Green, D. M., Brannigan C. R. and Tormey P. F. "Student Satisfaction and Perceptions of Quality." Quality in Education and Training. Kogan Page, 1993



pressure, universities have been very slow to face quality problems and to introduce effective means of quality control, especially at faculty and department level.<sup>34</sup>

Mr. Peter T. K. Tam of University of Hong Kong mentioned in an article that the quality of education depends very much on the quality of the teaching labor force. Teacher evaluation is an important element in the quality control mechanisms in education. However, most of the issues in education are political including teacher evaluation. There are conflicting demands, wants and needs from different parties. Different evaluation mechanisms may also produce different impact on individual teachers.<sup>35</sup>

Due to the uncertainty of the evaluation outcome and its effect to oneself, some teachers tend to reject the process of teacher evaluation. Sometimes, such risk adverse attitude may extend to rejecting fact finding study projects in quality although it has no direct relationship with teacher evaluation.

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<sup>34</sup> Harman, Grant. "Australian Higher Education Administration and the Quality Assurance Movement." Journal for Higher Education Management. Vol 9, No 2, Winter/Spring 1994

<sup>35</sup> Tam, Peter T. K. "Quality Control Mechanisms for Appraising the Teaching Labour Force." CUHK Education Journal. Vol. 20, No. 1, 1992



## CHAPTER IV

### OBSERVATION OF THE SYSTEM OF QUALITY ASSURANCE AND POLICIES OF THE ACADEMY

#### Activities

The objectives of the Academy include fostering education in performing arts. The Academy fulfills its objectives by offering courses in both degree and sub-degree levels. These courses are divided into four disciplines: dance, drama, music and technical arts for theatre and television. Each one of them is administered through a separate School. In the School of Dance, the courses are divided into Chinese dance, Modern Dance, Ballet and Musical Dance. In the School of Music, both courses in Chinese and Western Music are offered. For the School of Technical Arts, sound, stage management, applied arts, lighting design and television are offered.

The Academy considers it essential for students to have practical experience in performances. Therefore many public theatrical productions, recitals and concerts are held during the year. This provides students with valuable opportunities to practise live performance on stage in front of the audience. It also allows the public to have a chance to assess the standard of the students. In addition, it could also promote the performing arts in the community through these performances.

As at September 1994, the number of students enrolled are as follows:

School	No. of Students
Dance	152
Drama	88
Music	185
Technical Arts	262
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Total number	687
	=====

Source : Academic Development Plan for the Period 1992/93 to 2001/2002 Revised Submission to HKCAA, September 1994

Apart from the full-time programmes offered for senior students, both the School of Dance and School of Music offer courses for junior students on part-time bases.

### Characteristics and its Role

The Academy plays a unique role in Hong Kong in the education and training of performers and related technical artists to the highest professional standards. The successful accomplishment of this role dictates that performance must be the focus of all its activities and all studies must contribute to enabling the students to maximize their potential as performing or technical artists.

The characteristics of the Academy lie within this unique role which distinguishes itself from other academic tertiary education institutions in Hong Kong. These characteristics include:

- (1) Mode of teaching and skills of delivering courses are different from other education institutes and varies significantly among all the four Schools.
- (2) Faculties within each School are specialists in their respective subject areas and they are distinctive from each other.
- (3) Traditional classroom teaching are not necessarily suitable for training talents in performing arts.
- (4) Quality, that is, talents of students, is an essential criteria when selecting applicants which limits the number of students enrolled.
- (5) Generally the staff student ratio is relatively low and in some cases have to be in the form of one to one teaching in order to be effective.
- (6) Judgement of final work is subjective and is assessed by the instructor who is also an expert in the field.
- (7) Practice is an important element in delivering of the courses.
- (8) There are only limited number of professional performing arts teachers in Hong Kong.
- (9) Professionals who are both good at teaching and have renowned professional skills are even more scarce.



- (10) Cultural exchange experience is important in performing arts and therefore foreign students intake is crucial in providing the multi-cultural environment during study.

All these characteristics have to be taken into account in the design of quality management process.

### Corporate Structure

The Academy is a 'statutory body' incorporated by ordinance called 'The Hong Kong Academy for Performing Arts Ordinance 1984'. It is this Ordinance that has given the Academy all the powers necessary to carry out its objectives.

The Academy is influenced by two public bodies, namely, the Recreation and Culture Branch of Government and Hong Kong Council for Accreditation. The former one is responsible for controlling the funding given to the Academy and the later one advises Government on the academic standards of the degree programmes to be maintained.

### The Council

Under the terms of the Ordinance, the Council of the Academy is the governing and executive body of the Academy. A substantial number of its memberships are appointed by Government every two year.

## The Academic Board

The Ordinance also requires the setting up of the Academic Board. Its membership consists of both staff and student representatives. The major duties of the Academic Board include the review and development of the academic programmes, direct and regulate training, education and research conducted in the Academy and regulation of student admission.

Apart from these two main policy governing bodies, there are many more committees which are required for the administration of the Academy. An organization chart of these committees is attached as Appendix I. Recently a Quality Assurance and Academic Regulations Committee has been formed. It plays an important role in the internal validation and standard of the new programme.

## Management Structure

The Director of the Academy is responsible to the Council of the management, conduct and administration of the Academy as a whole. Each School is headed by a Dean who is delegated with the responsibilities to manage the respective School under the Academy objectives and policies.

## Quality Assurance

Through general observation and review of the internal documents, the quality assurance process of the Academy can be described in the aspects of : quality of new

programmes introduced, monitoring process and quality assurance of the standards of the graduates.

### Quality of New Programme Introduced

The assurance of quality in any new programme to be introduced is based on a number of interlocking supporting systems. It functions at the School level, Academy level and also the Director/Council level.

In depicted form the process looks like this:

a.	Faculty	School
b.	Dean	Level
c.	School Board	
d.	Validation Panel	Academy
e.	Academic Board Committee	Level
f.	Director/Council	Council

Source : Institutional Review Document, Prepared for the HKCAA. The Hong Kong Academy for Performing Arts, Vol. 1, 1992

The typical path in the approval of any new programme starts from the approval in principle of a new programme in the five-year or annual rolling plan of the Academy. The filtering process, to assure quality, comes about through a peer group scrutiny:



- (1) The faculty member prepares a course proposal, this will normally have been discussed with the appropriate department within a School.
- (2) The faculty member prepares a course proposal, this will normally have been discussed with the appropriate department within a School.
- (3) The proposal is discussed with the Dean of the School. The Dean determines if the course is within the parameters of the programmes being offered by the School and if there will be a value added to the School by this offering.
- (4) The proposal is then submitted to the School Board who will in turn submit to the Academic Board.
- (5) Following approval in principle from the Academic Board for a new programme, the School Board will appoint a Programme Planning committee comprising a core of academic staff in the relevant areas. The committee will prepare a detailed programme proposal. It will also scrutinize, evaluate and accept (or deny) adoption of the offering at a School level. The School Advisory Committee may be consulted about certain proposed courses, particularly if they need to be considered in the context of the performing arts in Hong Kong. Adoption at a School level means that the proposal has been found acceptable by faculty of the School and is acceptable within the framework of the School discipline and the degree programme being offered.
- (6) The proposal will then be submitted to the Quality Assurance and Academic Regulations Committee, which will appoint a specific Validation Panel to assess the programme proposal in detail. The composition of the Validation Panel will include academic staff of the Academy from outside the School and

one or two external experts in the relevant field. This is to ensure that the standard of the programme will be consistent with that of other programmes offered by the Academy and at the same time they will also be comparable to international standards.

- (7) On the basis of the recommendations and comments from the Validation Panel, the Quality Assurance & Regulations Committee will make its submission to the Academic Board. If there are resource implications, they will be referred to the Resource Allocation committee for consideration. The Academic Board will then give approval to the new programme. They will submit it to the Hong Kong Council for Accreditation for validation if the proposal is a degree programme.

Appendix II is the diagram showing the internal validation process of new degree programme proposal.

### Monitoring Process

Each programme is documented with a course outline and syllabus. The course outline explains the structure of the course (lecture, seminar, rehearsal, major instruction, laboratory) and a summary of its contents. The outline will also indicate any alternative teaching techniques such as participation in outside productions, attending performances, community activities such as visits to the Art Museum or attending special topical seminars. The syllabus is a more detailed list of class contents.



These outlines and syllabus involve the student directly in the assurance of course quality. This is because any student who feels he is not receiving the appropriate instructions as set out in the course outline and syllabus is free to discuss the matter with the Instructor, Dean of the Schools or may be with the Director of the Academy. The final grades and marks given to student will be reviewed in the Validation Panel as a check on the course quality control.

In addition, student participation in the academic committee structure provides channels for students to make their feedback on the academic programmes, policies and regulations. These feedback, both formally and informally, at the School level on the quality of teaching contributes to the success of the quality assurance process of the academic programmes.

As stated in the March 1995 Interim Institutional Review Submission, consideration has been given to establish programme management and review committees within each School to ensure the effective delivery of the programmes. A flow chart (Appendix III) shows the proposed process for annual reviews of existing programmes.

#### Quality Assurance on the Standard of Graduates

The following methods are used in the assessments on whether the students have reached the standard expected:

- (1) External Examiners



'External examiner' is used as a generic term to include External Examiners, Assessors and Moderators. They are appointed from outside the Academy to assess the performance of the students and advise on the overall standard of the programmes. As stated in the Interim Institutional Review Report published in March 1995, the responsibilities of External examiners for the programmes as determined by the Academic Board are the following:

- (a) to assess and comment on the overall standard and the teaching of the respective Bachelor of Fine Arts Degree programme;
- (b) to see the work of students in the practical examinations or productions or technical arts projects, to comment on the standards achieved, and where required by the School, to participate in the grading of the performance of individual students;
- (c) to identify areas and ways for further development and improvement of the respective Bachelor of Fine Arts Degree programme where deemed appropriate;
- (d) to advise similarly on the programmes of the School other than the Bachelor of Fine Arts Degree if required; and
- (e) to submit a written report on their findings and recommendations to the Dean of the School, which will be considered by the respective School Board and the Academic Board via the Quality Assurance & Academic Regulations Committee.

External Examiners are expected to be expert practising professionals in their relevant fields and / or academics in performing arts education. From their position in the world of performing arts, and through their direct contact with Academy students, these professional practitioners are in a position to contribute to quality improvement programmes of the Academy.

## (2) Assessment Methods and Standards

The instructional assessment of the Academy is conducted continuously during the year. The assessment takes two general forms:

- (a) Quantifiable: quiz, test, examination, or any other type of submission by the student to which a grade can be applied.
- (b) Subjective: an evaluation of the students work that is qualitative on the part of the instructor. For instance, how well does the student perform as an actor, dancer or musician in performing a particular assignment? How well executed is the costume or scenic design in relationship to the assignment? This personal and subjective assessment, on the part of the instructor, of the quality of the work of the students is an integral part of arts training. The evaluation reflects the artistry and accomplishment of the instructor, from an external examiner and from a faculty committee.

In general the main thrust of the assessment will follow the same line of criticism but with diverse observations reflecting the backgrounds and interpretations of specific individuals. If the main thrust and/or the diverse observations are too different, the reports are passed on to

the validation and Review Committee. In this manner the subjective and qualitative evaluations will not only benefit the student but also act as a quality control tool for the programme in general.

In each School the faculty has categorized subjective assessment into specific objective criteria. This thus reveals all the elements that the Academy is considering when overall judgements on a performance is made. Aside from guiding individual instructors, the development of such parameters forms a pattern for constructive criticism between the student and instructor. The pattern also develops a common taxonomy between instructors when discussing the progress of an individual student.

Having passed all the examinations, performance and developmental requirements of the Academy, the student must still advance through a final performance evaluation by the School Board. The philosophy of the Academy mandates that a student graduating from any of the Schools is prepared to assume his role in the international competitive environment of performing arts environment. If the faculty does not feel the student fulfills that criteria they have the authority to deny graduation of the student until the deficiencies are removed.



## CHAPTER V

### PERCEPTION ON QUALITY STANDARD AND THE QUALITY ASSURANCE SYSTEM OF THE ACADEMY

#### The Survey

In order to have an understanding of the perception of the students and staff on the quality system of the Academy, a survey by questionnaires was conducted. The survey covered full population of all academic staff and students.

#### Format of Questionnaire

A copy of the questionnaire is attached as Appendix IV. The questionnaire mainly used a five point scale. Only two questions require descriptive answers. Such a format of the questionnaires was to make it simple and easy to answer. The answers would be clear and concise.

#### Contents of Questionnaire

Forty one questions in the questionnaire are grouped into six categories. In addition there are two questions which require descriptive answers. The topics of these questions are directed towards student/staff's perception of the existing quality standard of the Academy and their recommendation for improvement on the following areas:

- (1) Quality of individual programmes;
- (2) Quality of instruction;
- (3) Means of Course Assessment;
- (4) Standard of Students before and after taking the courses;
- (5) Comments on Quality policy;
- (6) Fulfillment of objectives of the Academy and its mission;
- (7) Quality issue faced by the Academy; and
- (8) One suggestion for improvement.

Through the response to these questions, it is hoped to give an understanding of the following:

- (1) the existing quality standard of the Academy; and
- (2) the effectiveness and adequacy of the existing quality assurance system and policies.

### Results, Analysis and Interpretation of the Survey

The responses to each question from all respondents are summarized and analysed. The overall mean score, mean score of response from students and staff of each question asked and frequency distribution are also calculated. Appendix VI also

lists the mean score of each question arranged in ascending order. The results of this survey are discussed in the context of the overall results and individual question group.

### Overall Response to the Survey

The distribution of questionnaire covered the full population of the academic staff and students. A total of 804 questionnaires were sent out and only 31 were replied and returned.

TABLE 1  
SUMMARY OF REPLIES RECEIVED

Staff/Student	Sent	Replied	Reponse (%)
Staff	71	12	16.90
Student			
Dance	163	2	1.23
Drama	101	0	0.00
Music	193	5	2.59
Technical Arts - Theatre	186	9	4.84
Technical Arts - TV/Film	90	3	3.33
Total No. of Students	733	19	2.59
Total	804	31	3.86

The response to the questionnaire is disappointing. From Table 1, it can be seen that the percentage of reply is only 3.86%. The result of the survey is not



statistically significant. It cannot be used as an evidence to represent the general perception of the quality standard of the Academy. However it does shed some light to the general attitude and perception.

Comparing the response from students and teaching staff, the response from students is worse than that of the teaching staff. The replies from the students and staff represents 2.59% and 16.9% of the total number of questionnaires sent respectively. The possible causes for the poor response of the survey are results of the attitude of staff and the behavior of the students.

### Attitude of Staff

The survey was not fully supported by all the senior management of the Academy. The idea of the study had been discussed with the Director in the early stage and approval was given by the Director and also the Deputy Director. However, it was not supported by all the members of the Academic Board which is responsible for the regulation of the academic affairs of the Academy. In fact some of the members strongly objected to conduct the survey. They were three of the five Deans and two of the three Associate Deans. Their arguments were as follows:

- (1) The questions in the questionnaire may not be properly interpreted by the students which might lead to misleading results;
- (2) This survey might be taken as an official survey conducted by the Academy which might mislead both students and staff with the impending institutional review taken by the Hong Kong Council for Accreditation;

- (3) The results might be misinterpreted and hence would have an adverse impact to the image of the Academy.

It is quite clear that staff members held a negative attitude towards implementation and assessment of quality management system. They considered that as a threat and the causes leading to this resistance are further explored in Chapter VI.

### Behaviour of Students

The poor response of students may be due to the following reasons:

- (1) Some staff members might conveyed their view on this subject to the students. As a result students might be mislead and influenced by staff who teach them.
- (2) Students lack of a sense of belonging and they are not enthusiastic to improve the quality standard of the Academy.

### Overall Perception Towards the Quality Standard

The median and the mean on the point scale of the six group of questions asked is 3. This implies that if a mean score of 3 is reached from the responses, the standard is satisfactory. If a mean score above 3 is reached, it implies the standard is strongly disagreed by the respondent. However if a mean score below 3 is reached, it implies the standard is strongly agreed by the respondent.

### Overall Results

## Average Score

The median and the mean on the point scale of the six group of questions asked is 3. This implies that if a mean score of 3 is reached from the responses, the standard is satisfactory. If a mean score above 3 is reached, it implies the standard is strongly disagreed by the respondents. However if a mean score below 3 is reached, it implies the standard is strongly agreed by the respondents. Therefore, the higher the mean score, the worse would be the perception of the quality standard of the Academy.

Mean scores of each question group are calculated and summarized in Table 2 below:

TABLE 2  
MEAN SCORE OF EACH QUESTION GROUP

Question Group	Staff	Student	Overall
1. Quality of individual programme	2.47	2.78	2.66
2. Quality of instruction	2.54	2.87	2.74
3. Means of course assessment	2.38	3.00	2.76
4. Standard of students before and after the courses	2.49	2.86	2.72
5. Clarity in quality policy	3.18	3.17	3.18
6. Fulfillment of objectives and mission	2.29	2.79	3.53



From table 2, the overall mean score of each question group ranges from 2.29 to 3.53. It implies that the perception of the quality standard of the academy is marginally satisfactory. However, it is not at all of a high standard.

#### Distribution of Mean Scores

TABLE 3  
FREQUENCY DISTRIBUTION OF MEAN SCORES

Questions with mean score	No. of questions	%
Greater than 3.5	2	4.88
Between 3.0 and 3.5	9	21.95
Between 2.5 and 3.0	23	56.10
Between 2.0 and 2.5	6	14.63
Smaller than 2.0	1	2.44
Total questions	41	100.00

Table 3 above shows the frequency distribution of the mean scores. There are 11 questions (26.83%) with mean scores above 3 and 7 questions (17.07%) below 2.5. The mode is at the range between 2.5 and 3. It indicates that the perception of the quality standard of the Academy is just marginally satisfactory.

#### Questions With the Highest Scores

Question 4.1 (New students accepted are of high academic standard) is the one with the highest mean score (3.61). It indicates that in general all the respondents

thought that the academic standard of new students are not high. Other questions with scores above 3 are questions 5.7, 4.2, 5.6, 2.3, 6.2, 5.2, 5.5, 5.1, and 5.4. These questions are mainly connected with the "quality policy" and the "monitoring of quality standard" of the Academy.

### Questions With the Lowest Scores

Question 6.4 (The Academy has contributed to the improvement of the standard of performing arts in Hong Kong) is the one with the lowest score (1.84). It indicates that the respondents felt that the Academy had helped to raise the performing arts standard in Hong Kong. There is no other question that is below score 2. The next favorably responded question (question 4.3, with a score of 2.16, just above 2) asked whether students become more competent in the skills learnt after they have taken the courses.

### Frequency Distribution

Using the data collected through the survey, the frequency distribution is compiled. Table 4 shows the results of this distribution. A total of 1,268 answers to the questions asked. There were three questions which were not answered. 489 answers, which represents 39% of the total replies, were for score 3. Answers with scores 1 and 2 represents 38% of the total replies, which is more than those answers with scores 4 and 5 (23%). This shows that the majority of respondents agree with the questions asked. They in general are satisfied with the standard. There are not many who strongly agreed or disagreed.

TABLE 4  
FREQUENCY DISTRIBUTION OF SCORES

Group		1	2	3	4	5	6	Total
Score 1	F	34	21	12	29	3	21	120
	%	14	8	10	9	1	17	9
Score 2	F	75	80	39	98	45	36	373
	%	30	32	32	32	21	29	29
Score 3	F	89	100	42	124	93	41	489
	%	36	40	34	40	43	33	39
Score 4	F	39	36	27	48	63	24	237
	%	16	15	22	16	29	19	19
Score 5	F	10	11	3	10	13	2	49
	%	4	5	2	3	6	2	4
Total	F	247	248	123	309	217	124	1268
	%	100	100	100	100	100	100	100

Note : F = Number of times appeared  
% = Percentage of the score appeared in the group



Individual Responses

## Question Group 1

TABLE 5  
MEAN SCORES OF QUESTION GROUP 1

No.	Questions	Staff	Student	Overall
1.1	Course objectives are clearly stated	2.08	2.58	2.39
1.2	Course objectives are sound	2.33	2.53	2.45
1.3	Course objectives are relevant of needs of H.K.	2.50	2.53	2.52
1.4	Course objectives are relevant to needs of students	2.42	2.63	2.55
1.5	Course design is capable of meeting the objectives	2.42	3.11	2.84
1.6	Course contents are well organized	2.45	3.21	2.93
1.7	Equipment and teaching aids are adequate	3.08	2.37	2.65
1.8	Overall rating of courses are excellent	2.50	3.26	2.97
Group 1 overall		2.47	2.78	2.66

This group of questions asked about the overall course management which covers both the course objectives and design. The overall mean score achieved is 2.66 which is the second lowest. The mean scores of each questions given by staff is lower than student except question 1.7. It is quite clear that teachers were of the view that the standard of the equipment and teaching aids is not satisfactory as the mean score is 3.08, just below average. Students seemed to have a different view as the mean score given by them about this question is 2.37 which is the lowest among all the questions in this group.

The lowest overall mean score is question 1.1 which implies that the course objectives are quite clearly stated. Question 1.8 have the highest overall mean score

and the highest given by students. This implies that the students are of the view that the overall standard of the courses are just below average while staffs held a different view.

## Question Group 2

TABLE 6  
MEAN SCORES OF QUESTION GROUP 2

No.	Questions	Staff	Student	Overall
2.1	Instructors are with high professional standares	1.83	2.79	2.42
2.2	Instructors are very knowledgeable in their field	1.92	2.74	2.42
2.3	Instructors possess excellent teaching skills	3.25	3.21	3.23
2.4	Deliver clear explanation and effective teaching	2.75	3.05	2.94
2.5	Instructors stimulate independent thinking	3.17	2.89	3.00
2.6	Motivate students and encourage participatiion	2.58	2.47	2.52
2.7	Helps students to achieve course objectives	2.33	2.74	2.58
2.8	Overall ratings of instruction are excellent	2.50	3.05	2.84
Group 2 overall		2.54	2.87	2.74

This group of questions asked about the quality of instruction provided by the Academy. The overall mean score achieved is 2.74 which is the third lowest among all the question groups. Question 2.3 has highest mean scores both given by both the staff and students. Therefore both students and teachers were of the view that instructors' teaching skills are not satisfactory. It implies that teachers who may be very good performers themselves but may not know how to teach. This is confirmed by the overall mean scores (2.42) of questions 2.1 and 2.2 which is the lowest within the group. Teaching staff seems to have a strong recognition about this as the



teachers' mean scores are 1.83 and 1.92 whereas students seem to hold a different view. The mean scores given by students are 2.79 and 2.74 for questions 2.1 and 2.2 respectively.

It is also interesting to note that teaching staff seems quite self critical that they are not able to stimulate students independent thinking. The mean scores given by teachers is higher than students. Apart from the dissatisfaction about the teachers' teaching skills, the students are not satisfied with the instructors' ability to give clear explanation. The results also showed that the teachers' rated the overall ratings of instruction as above average while the students rated it as just below average.

### Question Group 3

TABLE 7  
MEAN SCORES OF QUESTION GROUP 3

No.	Questions	Staff	Student	Overall
3.1	Wide range of methods are used	2.17	2.84	2.58
3.2	Criteria are clearly communicated to students	2.42	3.05	2.81
3.3	Performance are fairly and consistently graded	2.50	3.16	2.90
3.4	Assessment emphasizes on application knowledge	2.42	2.94	2.73
Group 3 overall		2.38	3.00	2.76

This group asked about the course assessment. Both the teachers and students have awarded question 3.1 with the lowest mean score within this group. However their view are quite different about (a) communication of the criteria and (b) fair and consistent grading of performance.



It is possible as mentioned in the previous chapters that appreciation of performance are very subjective and it is based on one's impression and perception. In addition, external assessors are used to grade performance of graduating students which makes communication of criteria of assessment more difficult. However it is a fact of life as performing artists are open for public to make critics and unfair assessment may be reached.

#### Question Group 4

TABLE 8  
MEAN SCORES OF QUESTION GROUP 4

No.	Questions	Staff	Student	Overall
4.1	New students accepted are of high academic standard	3.58	3.63	3.61
4.2	New students already have high performing talent	3.08	3.47	3.32
4.3	Students become more competent in the skills learnt	1.67	2.47	2.16
4.4	Students could integrate theories with practice	2.42	2.79	2.65
4.5	Students become more creative	2.08	2.79	2.52
4.6	Students become intellectually more capable	2.58	2.89	2.77
4.7	Students' understanding of their art deepens	2.17	2.74	2.52
4.8	Students become more articulate in communication	2.67	2.63	2.65
4.9	Students acquired a wider artistic vision	2.58	2.58	2.58
4.10	Excellent overall productions/performance standard	2.08	2.58	2.39
Group 4 overall		2.49	2.86	2.72

This group covered the quality of new students and their quality after taking courses in the Academy. The mean scores clearly indicates that the academic

standard of new students are low as both the teachers and students have given this the highest mean scores within this group and also the highest of all the questions asked.

The mean scores also indicates that the new students' performing talents are not satisfactory. This reflects the nerturing of talents at their young ages is inadequate in the school education of Hong Kong. This was recognized by the Academy and Arlis Hiebert in his article "Music Education/Learning Opportunities in Hong Kong" said that the Academy puts great emphasis on the Junior programmes as a feeder for the future performance student intake. However the mean scores given to student quality and standard after taking the courses are above average. It implies that students have made significant improvement after taking the courses. It also shows that the quality standard of teaching is not too bad as it is able to deliver effective services to its customers.

#### Question Group 5

TABLE 9  
MEAN SCORES OF QUESTION GROUP 5

No.	Questions	Staff	Student	Overall
5.1	The Academy has clear quality control policy	3.08	3.11	3.10
5.2	There are effective quality control systems	3.17	3.21	3.19
5.3	Effective procedure to monitor grogress of courses	2.92	3.00	2.97
5.4	Teaching quality is regularly monitored	3.08	3.00	3.03
5.5	Quality control process steps are documented	3.33	3.05	3.16
5.6	Channels for comments are adequate	3.25	3.26	3.26
5.7	Prompt and effective feedback to the comments	3.42	3.58	3.52
Group 5 overall		3.18	3.17	3.18



This group asked about the Quality Policy of the Academy. This group is with the highest overall mean score among all the groups. The overall mean score in this question group for both the staff and students are consistent, that is 3.18 and 3.17. It implies that the general perception of the Quality policy of the Academy is not satisfactory. Taking a closer look into this question group, the mean scores for 6 out of the 7 questions asked in this question group is above 3.

The standard deviation of each question in this group is also low. It ranges from 0.73 to 1.06. This could be proved by the fact that only 48 out of 217 answers are with a score of 2 and below. The dispersion of the results from the mean is also very small. Thus the result implies that the general perception is that the Academy's Quality Policy could be interpreted as follows:

- (1) The Academy quality control policy is not clear;
- (2) The quality control system is not very effective;
- (3) The review procedure to monitor the progress of the courses is not effective;
- (4) There is no complete documentary evidence for steps taken in the quality control process;
- (5) The channels and opportunities for comments from staff and student are inadequate; and
- (7) The feed back to the comments from staff and students are not prompt enough.



TABLE 10  
MEAN SCORES OF QUESTION GROUP 6

No.	Questions	Staff	Student	Overall
6.1	Objectives are clearly understood by staff/students	2.42	3.11	2.84
6.2	The Objectives have been fully achieved	3.17	3.21	3.19
6.3	Students have enhanced ability in pursuing their career		2.08	2.79
	2.52			
6.4	Contributes to improve performing arts standard	1.50	2.05	1.84
Group 6 overall		2.29	2.79	3.53

This group asked about whether the overall objectives of the Academy have been achieved or not. The highest score within this group is question 6.2 - the objectives of the Academy have been fully achieved. The overall score of 3.19 is below average. It means that both the students and teachers do not think that the objectives of fostering and providing training, education and research in the performing arts and related technical arts have been achieved. However they all gave quite a low score for the Academy's contribution towards the improvement of the standard of performing arts in Hong Kong. In this respect, the Academy seems to have fulfilled part of societal needs called for by the community.

#### Questions 7 and 8

Question 7 asked about the issue of quality management faced by the Academy and question 8 was the respondents' recommendations to improve the quality standard of the Academy. The answers to both of these questions are inter-related and they can be summarized as follows:

- (1) Resources should be allocated fairly to each School;
- (2) Lack of communication between staff and top management and therefore should be improved;
- (3) Inadequate communication between staff and students and thus should be improved;
- (4) Inadequate venues to provide for teaching and student practising;
- (5) Lack of proper staff appraisal system to provide communication channel between teaching staff and top management;
- (6) Improvement on teachers' quality of teaching and experience. A system for student appraisal should be set up;
- (7) Inadequate support for staff' research and training development;
- (8) Academic standard of new student is not satisfactory;
- (9) Inadequate financial resources and accommodation resources;
- (10) Administration Procedures should be streamlined to enhance the quality of communication;
- (11) Evaluation of the role of the Culture practice in Hong Kong;

- (12) Better organization of curricula and course contents;
- (13) Better organization of class scheduling;
- (14) Evaluation of the graduate prospects; and
- (15) Integration of the Academy with the society.

### Summary of Findings

In summary, following are the findings of the survey :

- (1) The concept of quality management and assurance are not fully accepted by both staff and students. Their knowledge in this area is quite limited. As a result, even a survey would pose a threat to them.
- (2) The quality assurance system of the Academy could be considered as ineffective as the objectives and policies of quality management have not been conveyed to both staff and students.
- (3) The process of communication is unsatisfactory. This is reflected in the lines of communication between staff and students, students and management of the Academy as well as staff and senior management of the Academy. It shows that team building effort is inadequate. This may be a major hindrance for implementing quality management system.
- (4) There is a recognition that physical and financial resources are inadequate.



- (5) There is a feeling that the support for staff research and training development are not sufficient. It is important to enhance the ability of the staff to provide good teaching services.

## CHAPTER VI

### DISCUSSION

In the light of the data collected in Chapter IV and the results of the survey on the perception of the quality standard by students and staff in Chapter V, this chapter will analyze the quality management system of the Academy by referring to the British standards of BS 5750 (Part 4 only).

#### Concept of BS 5750 and Its Application in Tertiary Education

BS 5750 is a British standard originally established particularly for industrial quality standard and it was later on extended to cover service industries. It is a detailed description of the steps that must be taken to achieve quality assurance. Description of the five parts of BS 5750 is in Appendix VI. BS 5750 is a kind of meta-accreditation against which firms are assessed to determine whether they have an adequate quality assurance scheme in operation and are thus able to manage consistent and consumer-satisfying quality. Apart from ensuring that the products have quality standard, it has to ensure that the management of design and production also meet a standard, BS 5750.

Part 4 of BS 5750 is the most useful as it concentrates on the quality assurance system which could be applied to both manufacturing and service industries. Detail elements of Part 4 is extracted in Appendix VII. Although it has not directly spelled out the requirements, the same theory could be used to make the application.

As pointed out by Roger Ellis in page 24 of "Quality Assurance for University Teaching," : two preliminary points are worth making before a translation is attempted. First, quality assurance should not be conceived as a disciplinary measure being applied to one part of an organization by another. Specifically it is not 'management' keeping an unruly and incompetent workforce in line. Quality is in everybody's interest since it makes for successful organization. This applies as much to a university as to a manufacturing company.

Second, quality is about the entire organization and thus applies as much to those parts which service the producers as to the direct producers. In university terms this means that quality assurance applies as much to central services as to the faculties and the teachers who are in the front line. Standards and quality assurance are every bit as important for staffing and finance as course teams. Roger Ellis had also translated these twenty elements for University Teaching and they are extracted in Appendix VIII.

#### BS 5750 Against Standard of the Academy

Below is the comparison of the Academy's quality management system with the translated twenty elements of BS5750 (Appendix VIII):



(1) Policy Statement For Teaching And Learning

BS 5750 requires a clear policy statement of quality assurance to ensure this is understood by every member of the organization. Through the documentation by observation, the Academy has its overall objectives as laid down by the Ordinance, but there is absence of clear policy statement which should state the objectives for quality standards and quality policies. This observation is consistent with the results of question 5.1 which asked about whether the Academy has clear quality control policy and question 6.1 which is asked about whether the objectives of the Academy are clearly understood. Both of the mean scores of these two questions are above 3. It implies that the objectives of the Academy have not been communicated to the staff effectively and there is lack of quality policies standard and policies in the Academy. Both the observation and the results of the survey imply that the objectives of the Academy have not been achieved and the quality control system is not very effective by BS 5750 standard.

(2) Identification of Persons Responsible

As stated in Chapter IV, the Academy has identified the persons responsible for the delivering of quality assurance teaching service, namely, faculty staff, Deans and Director. It has also spelled out the responsibilities and the interrelationship at each level. However, there is no clear line of empowerment is required by BS 5750.

(3) Description of Quality Standards and Its Verification Process

There is an absence of this element in the Quality Management System of the Academy. As the Academy is still undergoing its validation process for its various degree programmes, the institution as a whole is subject to the rigorous review by the external agency, the Hong Kong Council for Accreditation. This is a passive procedure and the Academy does not have an internally built-in process to regulate this. However the management is aware of this as it has pointed out in the Institution Review Paper that the Academy is taking steps to set up committee to review the existing programme.

(4) Identification of Committee Responsible For the Operation

In the past, the responsibility of this function was not clear as it was incorporated into the Validation panel and the Academic Board. However a new Committee called Quality Assurance and Academic Regulation Committee is set up and is delegated to take on this function and responsibility. This is a positive step that the Academy is complying some of the areas.

(5) Constant Review

At present, the constant review is carried out as an informal process through the School Board and the Academic Board. A more formalized procedure has yet to be established.

(6) Documentation of System of Quality Assurance

The Academy's documentation of the system of quality assurance is described in its Institution Review Document. There is no clear separate literature about the system and organization.

(7) Establishment of Contracts in General and in Particular with Students

The contracts with students are laid down in the Prospectus, student handbook of the Academy while the contracts in particular are laid down in the course outline and syllabus of each programme delivered. The course outline describes the structure of the course such as lecture, seminar, rehearsal, major instruction and laboratory. It also indicates the alternative teaching techniques required. These should form the basis for expectation of students and teachers for the contribution towards the course. The results of the survey (question 1.1) also indicate that the course objectives are reasonably clearly stated, which means that the particular contract set up with students are effective.

(8) Identification of Procedures that will be followed for Planning and Validation of Courses

The procedures for planning and validation all new courses are clearly stated in the documentation of the Academy. Besides, any new courses offered have to be subject to the approval of the external agency, Hong Kong Council for Accreditation. However these procedures are not monitored to ensure that they have been followed at School Level. This may result in the course contents being altered without being subject to the same planning and review procedures.



The actual course design or arrangement might not be able to conform with the original courses planned. This is highlighted by the results of survey (questions 1.5 and 1.6) . The means of scores from the students are below average (i.e. 3) while those from the teachers are above average.

(9) Specification for Documentation Required

The only documentation specified is the Syllabus and Course Outline. These form the basis of teaching services to be delivered. However it is clearly not adequate as documents required for planning and the documents for assessment have not been stated for record keeping.

(10) Set and Monitors Standards for Teaching Service

As observed from the present system, the standards and monitoring of the teaching service have not been set in such a manner as required by BS 5750. Students are free to communicate to the faculty, Deans and the Director to reflect their view on the quality of teaching service. This free mode of feedback would not be able for the management to form a systematic assessment on the quality of the teaching services of a particular programme. Besides students may be too timid to reflect all their view.

The results of the survey (questions 2) indicate that the teaching service is in general considered as satisfactory. However the results also recognize that the instructor did not possess excellent teaching skills and the students were not stimulated in their thinking. How are these feedback be uncovered and highlighted required to be addressed in the system.

(11) Standardized and Effective Means to Identify Teaching Problems

Teaching problems are not identified in a standardized way as the Academy has not adopted any Course Assessment method.

(12) Address the Process that Characterizes Teaching and Learning

As required by AS 5750, the process that characterizes teaching and learning should be identified. This has been identified by the management of the Academy as these have already been reflected in the mode of teaching such as by one to one teaching and the assessment process of student using wide range of methods including external examiners.

(13) Devise Reliable and Valid Measures for Teaching, Planning and Student Response

Formal student feed back system is not employed, but informal channel of communication is available.

(14) Identify External Inputs

External inputs are one of the key process in the quality assurance of the system of the Academy. These are provided in two ways:

- (1) By nature of its product, students would have to achieve performance skills by the end of their Programme, it would be quite explicit that students are require to have products open to public critics. Student

Performances are the windows for external experts to provide inputs to the Academy.

- (2) External Examiners system is used to assess the students' ability at the end of their programme, it certainly will be able to provide a means of external inputs.

(15) Devise Procedures for Identifying Sub-Standard Teaching. And

(16) Establish Procedures for Short Term and Long Term Corrective Action

These two elements go hand in hand. There is no formal procedures established to identify the problems of sub-standard teaching in the Academy and it would therefore be impossible to take immediate corrective actions. However any problems would be reflected through the informal feed back from students and the external inputs.

(17) Maintenance of Records for Assessment of Quality Assurance System

Since the Quality Assurance and Academic Regulations Committee has set up recently, the requirement of keeping of these records is yet to be established.

(18) Devise for Internal Quality Audits

This feature is absent in the present system.

(19) Staff Development and Training



There is a staff development committee in the structure to establish the policies and identify the needs for staff development and training. However the resources provided for this area is too small which restricted the development of this area. This is also one of the findings in the survey.

(20) Identification of Adequate Support Service and Resources Required

Through the annual planning and budgeting process, the identification processes are in place. However the fulfillment of all these services and resources are not under the control of the Academy. It depends very much on the Funding body. For example, as indicated in the results of the survey, the student and the teacher are pressing for more space resources. This is yet remained to be solved and it is an inherent limitation of the Academy.

(21) Comprehensive Training for Quality System

Again this feature is absent as the full Quality System has yet to be developed to a mature stage.

(22) Follow up Action for Feed Back from Students

Since the students' feed back are through direct and open discussion with management, the feed back would immediately be dealt with. However it is unknown whether the students have discussed all their problems in full.

(23) Data Collection and Statistical Analysis

This feature is absent.

From the above comparison, it is quite clear that there are a lot of procedures and features not provided in the Academy's quality assurance management system. Some of the features are still in the developing stage. The quality assurance management system to some extent is latent and there is no clear and explicit system in existence.

### Selection of a Model for Quality Assurance Management System

BS 5750 is only one type of quality assurance standard and management system. There are many other types or concepts used in manufacturing and services industries. The major ones are Total Quality Management, Demning Approach, Juran Approach, Philip B. Crosby, and ISO 9000. All these models have its own merits and it depends on how you put it into best use.

Total quality management is a model for continuous improvement. However it still requires an achievable goal and foundation for the total quality management concept to be applied. BS 5750 or ISO 9000 (derived from BS 5750) could be used as a goal for achievable standard for the total quality management system to be built upon. The major problem with applying BS 5750 or any ISO 9000 is to translate an apparently alien vocabulary into terms and procedures that are relevant to Academy's teaching practice.

### Problems Associated with Application of Quality Assurance Management System

With the information we have obtained so far, we could anticipate the following problems have to be solved before the application of any model of quality assurance management system in the Academy:

(1) Attitude

In order to be successful with any models of quality assurance management system, it requires the total commitment of all staff. Clearly the staff have to be of the same attitude and vision that the implementation of such a model would result in better and quality teaching.

During the course of conducting the survey necessary for this project, the objections from the senior management were fierce. This is a reflection that the senior management does not have an open mind about quality management system. They did not conceive that a quality standard is a conformance to standard and therefore the outcome of the teaching service should not necessarily be measured against standard or expectation. In addition, they find "standard" or "expectation" too abstract and it would be difficult to define.

Besides a few staff had once asked to attend the workshop of Total Quality Management, they came back with a view that these types of system are not effective and practicable and it will end up having more meetings and production of paper manuals.

The idea of having a quality assurance management system is a very new concept and this is indicated by the poor results of the survey. It is therefore



clear that the implementation of any quality assurance management system would require to change the attitude of the staff and training of quality management should be given to them at the same time.

(2) Standard of New Students

One of the major factors which would affect the final standard of the teaching service is the quality of the new student input. The performing arts require talented students and talents are limited in the society. As revealed in the survey the perceptions of the new student are not considered as high and the staff are looking for better standard students which are important to provide the interaction among students. It would also be more difficult to assess whether a student has potential in performing arts as compared to assessing the potential for academic studies. In addition it is also difficult to draw an average standard as academic studies. These would therefore complicate the setting of the expected standard to be achieved.

(3) Measuring of Customers' Satisfaction

As mentioned in the above paragraph, the learning ability of each staff differs in a great extent. However arts is a subjective appreciation and the opinion of a teacher and the student would be different. Sometimes no matter how hard the teacher has worked, student may or may not response to the effort spent. Customer satisfaction is therefore very difficult to measure and is very difficult to treat as a norm as a quality standard.

The later two problems are inherent to the nature of the institution and it could only be changed to a certain extent and is very slow. The first problem could only be changed upon the later two problems are effectively solved.

## CHAPTER VII

### CONCLUSION

#### The Existing Quality Management System

The existing quality management system of the Academy is the latent form of system. It seems that the Academy has mechanism to ensure that a high standard of teaching is delivered to students. However, the results of the survey do indicate that it was not very satisfactory and effective. Although the response rate is poor, it does shed the light that both the formal teaching evaluation and the staff appraisal and evaluation should be implemented as these two features are absent in the system.

#### System of the Academic versus British Standard (BS 5750)

Apart from the results of the survey, the objective comparison of the existing system with the British Standard (BS 5750) has been made. It was found that the explicit features such as the documentation of the system and the spread out of the policy are not found. Comparing the existing system with the standard, it is clear that the system is ineffective and inadequate.

#### Applicability of the BS 5750 System

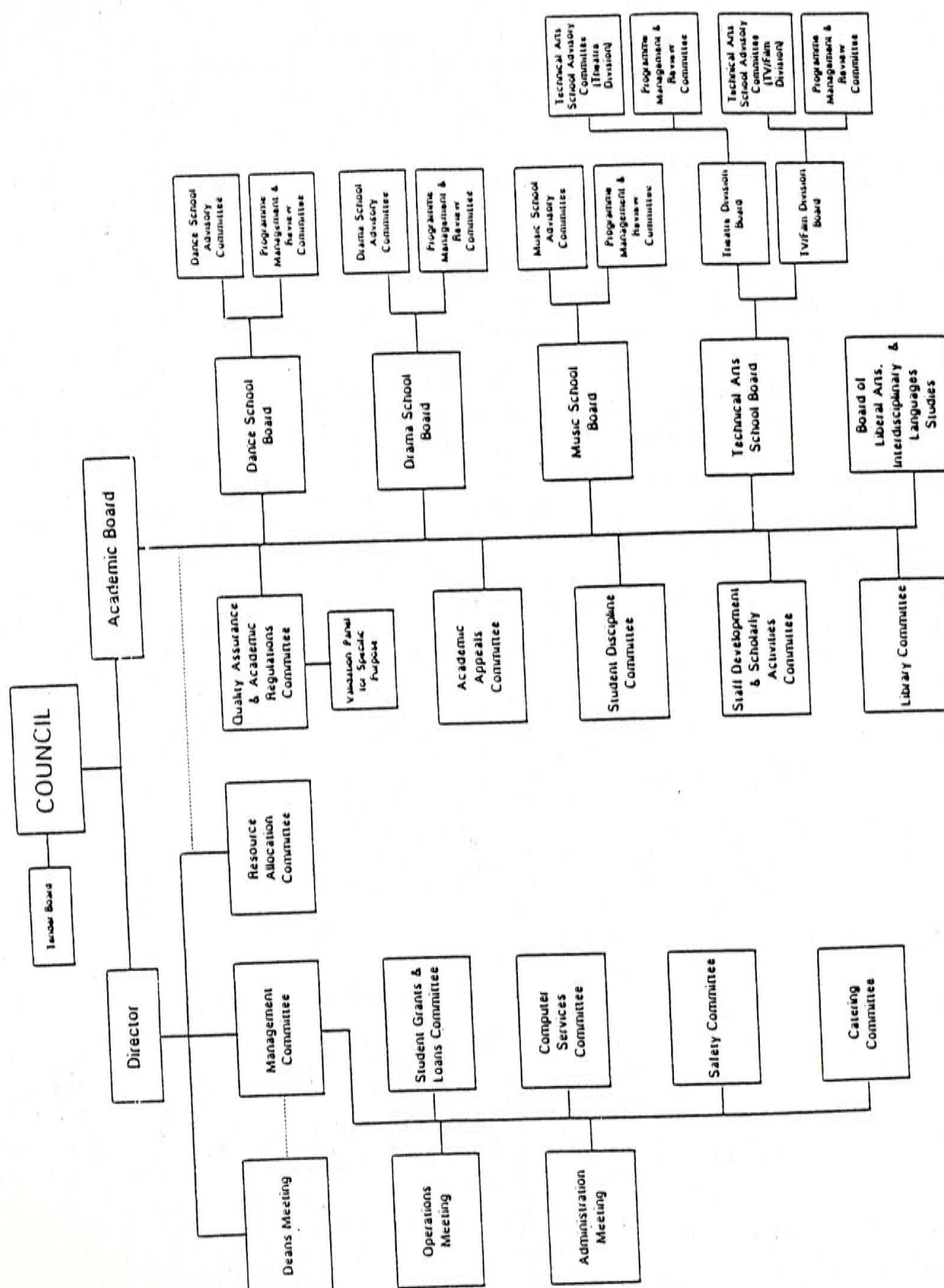


Using either the BS 5750 or the ISO 9000 as a basis for implementing the quality management system would have the advantage that the Academy will be able to focus on the steps that must be taken to assure the quality of teaching. However, it does require considerable effort to translate the terms in these standards to education institution practice. Therefore one has to consider whether these efforts are worth spending or not.

What we have observed and the results of the survey do reflect the need for an improved system of quality management system before the mission of the Academy could be fulfilled. Indeed no matter what standard or system is used, it still requires to persuade the full commitment of the staff. Quality could only be achieved through quality assurance system supported by all members.

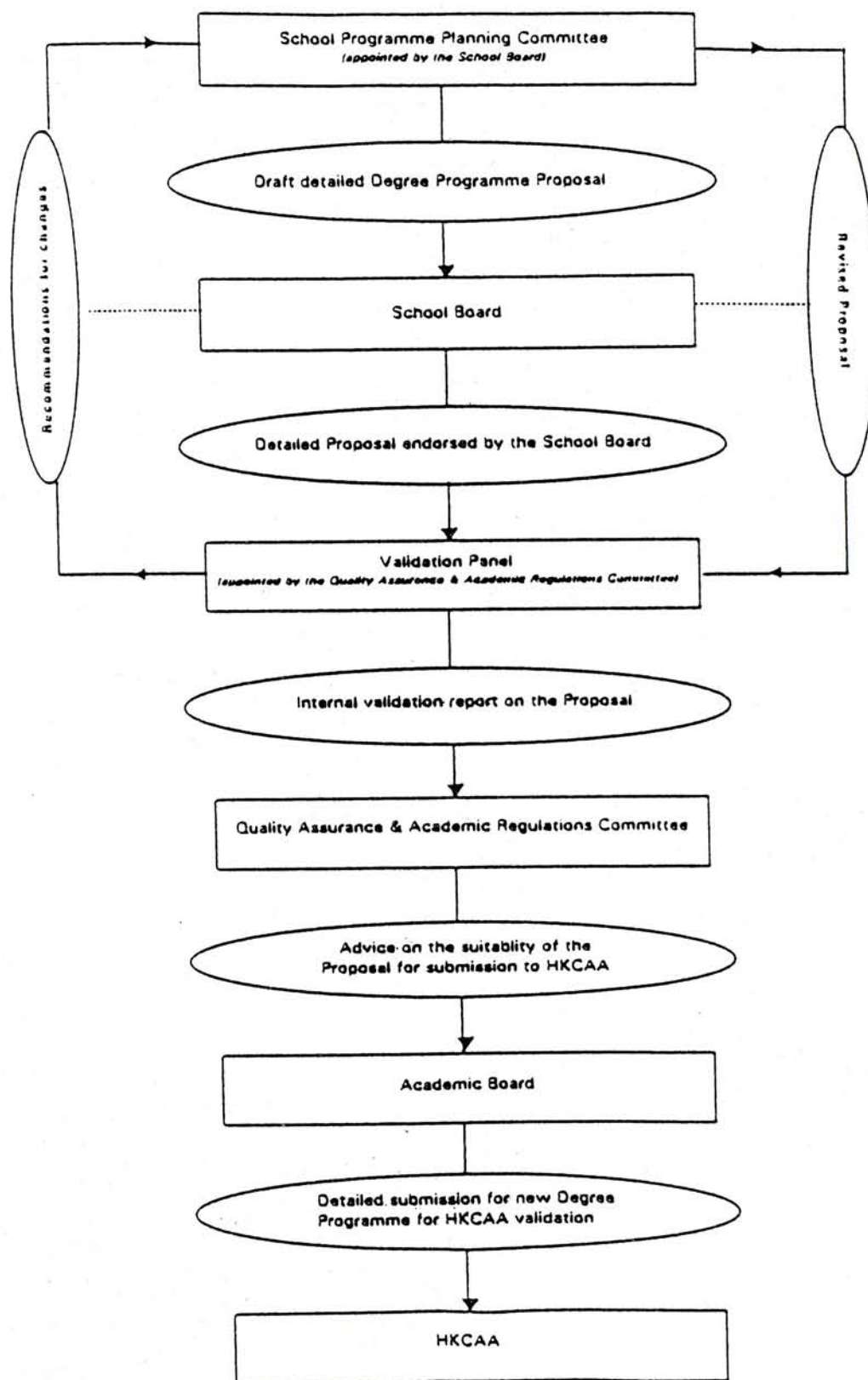
## APPENDIX I

## ACADEMIC AND MANAGEMENT COMMITTEE STRUCTURE



## APPENDIX II

## INTERNAL VALIDATION OF NEW DEGREE PROGRAMME PROPOSALS



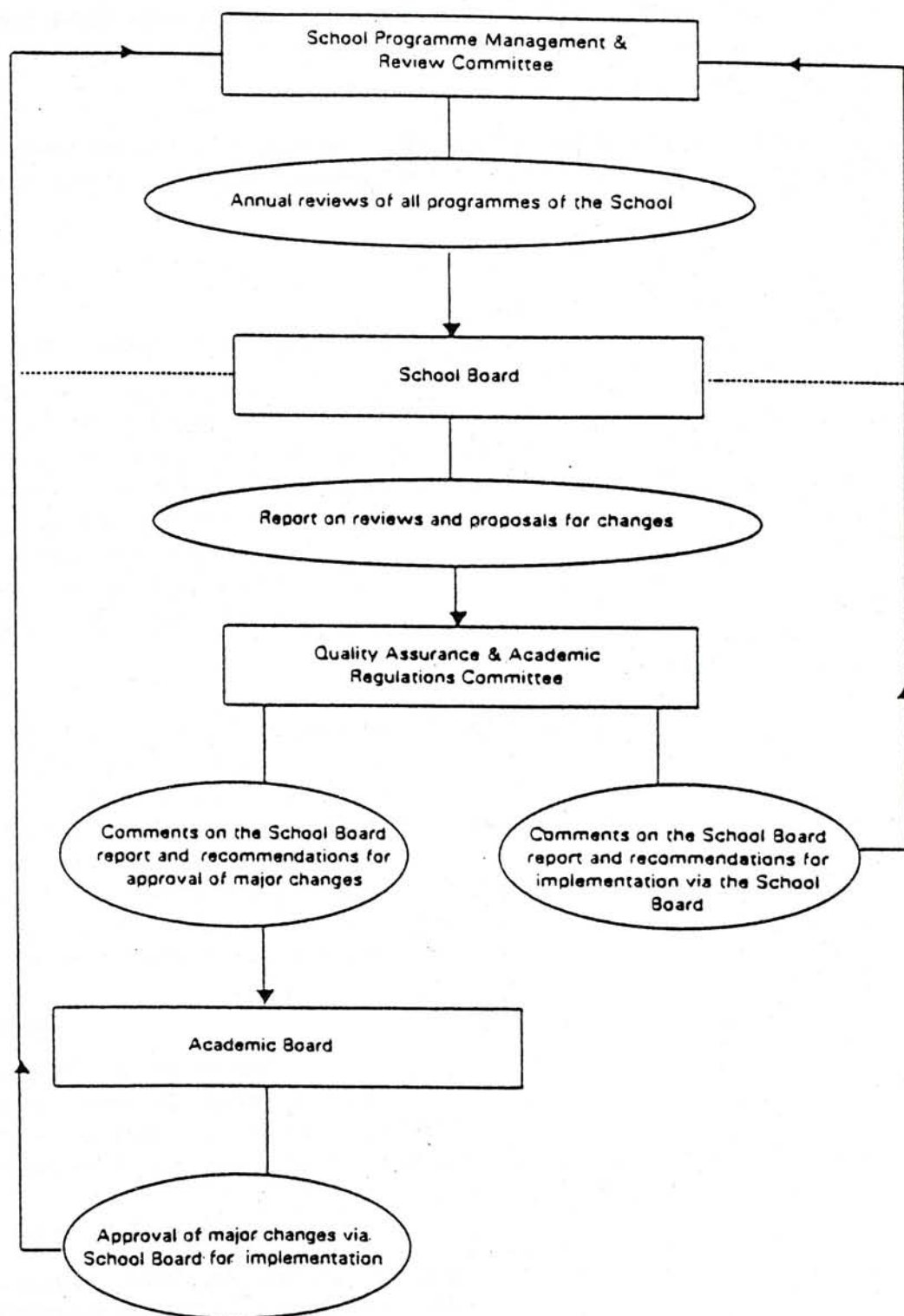
Key : ..... via School Board

Source: Interim Institutional Review, Submission to HKCAA.  
The Hong Kong Academy for Performing Arts, March 1995



## APPENDIX III

## ANNUAL REVIEWS OF EXISTING PROGRAMMES



Key : ..... via School Board

Source: Interim Institutional Review, Submission to HKCAA.  
The Hong Kong Academy for Performing Arts, March 1995

## APPENDIX IV

This questionnaire is prepared by two CUHK students as part of their study project. The aim is to understand more about the practical issues of quality management in higher education, particularly in a unique institution as the Hong Kong Academy for Performing Arts ("the Academy"). A measurement of the quality of a service is how much it could meet the objectives of the Academy and its students. The following questions are designed to give some idea of people's perception of the quality system of the Academy.

Please read each statement and give your rating by circling the appropriate number. Thank you for your cooperation and please return the completed questionnaire to Ms Winnie Sin, Bursar in the Finance Office.

	strongly agree			strongly disagree		
1. Programme (Course) Management – Objectives and Design						
1.1. Course objectives are clearly stated	1	2	3	4	5	
1.2. Course objectives are sound	1	2	3	4	5	
1.3. Course objectives are relevant to the needs of Hong Kong	1	2	3	4	5	
1.4. Course objectives are relevant to the needs of students	1	2	3	4	5	
1.5. Course design is capable of meeting the objectives	1	2	3	4	5	
1.6. Course contents are well organized	1	2	3	4	5	
1.7. Equipment and teaching aids are adequate	1	2	3	4	5	
1.8. Overall ratings of courses are excellent	1	2	3	4	5	
2. Quality of Instruction						
2.1. The Academy has instructors with high professional standards	1	2	3	4	5	
2.2. Instructors are very knowledgeable in their field	1	2	3	4	5	
2.3. Instructors possess excellent teaching skills	1	2	3	4	5	
2.4. Instructors deliver clear explanation and effective teaching	1	2	3	4	5	
2.5. Instructors stimulate independent thinking	1	2	3	4	5	
2.6. Instructors motivate students and encourage participation	1	2	3	4	5	
2.7. Instruction helps student to achieve course objectives	1	2	3	4	5	
2.8. Overall ratings of instruction are excellent	1	2	3	4	5	
3. Course Assessment						
3.1. Wide range of methods are used	1	2	3	4	5	
3.2. Criteria are clearly communicated to students	1	2	3	4	5	
3.3. Performance are fairly and consistently graded	1	2	3	4	5	
3.4. Assessment emphasizes application of knowledge	1	2	3	4	5	
4. Standard of Students - before and after taking the courses						
4.1. New students accepted are of high academic standard	1	2	3	4	5	
4.2. New students already have high performing talent	1	2	3	4	5	
4.3. After the courses students become more competent in the skills learnt	1	2	3	4	5	
4.4. Students could integrate theories with practice	1	2	3	4	5	
4.5. Students become more creative	1	2	3	4	5	
4.6. Students become intellectually more capable	1	2	3	4	5	
4.7. Students' understanding of their art deepens	1	2	3	4	5	
4.8. Students become more articulate in communication	1	2	3	4	5	
4.9. Students acquired a wider artistic vision	1	2	3	4	5	
4.10. Overall quality and standard of productions/performance are excellent	1	2	3	4	5	



5. Quality Policy - One of the definitions of quality control is the use of techniques and activities to achieve, sustain, and improve the quality of a product or service.

5.1. The Academy has clear quality control policy	1	2	3	4	5
5.2. There are effective quality control systems	1	2	3	4	5
5.3. Effective review procedure exist to monitor progress of courses	1	2	3	4	5
5.4. Teaching quality is regularly monitored	1	2	3	4	5
5.5. There is complete documentary evidence for steps taken in the quality control process	1	2	3	4	5
5.6. Channels and opportunity for comments from staff and students are adequate	1	2	3	4	5
5.7. There are prompt and effective feedback to the comments	1	2	3	4	5

6. Objectives - "The objects of the Academy shall ..... be to foster and provide for training, education and research in the performing arts and related technical arts."

6.1. The objectives of the Academy are clearly understood by faculty members and students	1	2	3	4	5
6.2. The objectives have been fully achieved	1	2	3	4	5
6.3. Students have enhanced their abilities in pursuing their career in performing arts after completed the programme	1	2	3	4	5
6.4. The Academy has contributed to the improvement of the standard of performing arts in Hong Kong	1	2	3	4	5

7. In your opinion, what is the most important issue in quality management faced by the Academy in providing better service to students and the community ?

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8. If you could make one suggestion, and one only, what would you suggest to further improve the quality of the service provided by the Academy ?

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9. How long have you been studying or working in the Academy ? \_\_\_\_\_ years.

10. If you are a full-time staff member :      a. Teaching      b. Technical      c. Administrative

11. If you a student :      a. Programme \_\_\_\_\_      b. Year of Study \_\_\_\_\_

- in :      a. Dance  
             b. Drama  
             c. Music  
             d. Technical Arts (Theatre)  
             e. Technical Arts (TV/Film)



## APPENDIX V

## LIST OF QUESTIONS IN ASCENDING ORDER OF MEAN SCORES

Question No.	Mean Score	Question
6.4	1.84	The Academy has contributed to improve HK performing arts standard
4.3	2.16	After the courses students become more competent in the skills learnt
1.1	2.39	Course objectives are clearly stated
4.10	2.39	Overall quality and standard of productions/performance are excellent
2.1	2.42	The Academy has instructors with high professional standards
2.2	2.42	Instructors are very knowledgeable in their field
1.2	2.45	Course objectives are sound
1.3	2.52	Course objectives are relevant to the needs of Hong Kong
2.6	2.52	Instructors motivate students and encourage participation
4.5	2.52	Students become more creative
4.7	2.52	Students' understanding of their art deepens
6.3	2.52	Students have enhanced abilities in pursuing their career after the program
1.4	2.55	Course objectives are relevant to the needs of students
2.7	2.58	Instruction helps student to achieve course objectives
3.1	2.58	Wide range of methods are used
4.9	2.58	Students acquired a wider artistic vision
1.7	2.65	Equipment and teaching aids are adequate
4.4	2.65	Students could integrate theories with practice
4.8	2.65	Students become more articulate in communication
3.4	2.73	Assessment emphasizes application knowledge
4.6	2.77	Students become intellectually more capable
3.2	2.81	Criteria are clearly communicated to students
1.5	2.84	Course design is capable of meeting the objectives
2.8	2.84	Overall ratings of instruction are excellent
6.1	2.84	The objectives of the Academy are clearly understood by staff/students
3.3	2.90	Performance are fairly and consistently graded
1.6	2.93	Course contents are well organized
2.4	2.94	Instructors deliver clear explanation and effective teaching
1.8	2.97	Overall ratings of courses are excellent
5.3	2.97	Effective review procedure exists to monitor progress of courses
2.5	3.00	Instructors stimulate independent thinking
5.4	3.03	Teaching quality is regularly monitored
5.1	3.10	The Academy has clear quality control policy
5.5	3.16	Documentary evidence for steps taken in the quality control process
5.2	3.19	There are effective quality control systems
6.2	3.19	The objectives have been fully achieved
2.3	3.23	Instructors possess excellent teaching skills
5.6	3.26	Channels/opportunity for comments from staff/students are adequate
4.2	3.32	New students already have high performing talent
5.7	3.52	There are prompt and effective feedback to the comments
4.1	3.61	New students accepted are of high academic standard

## APPENDIX VI

### FIVE PARTS OF BS 5750

The BS 5750 consists five parts :

Part 0 is concerned with principal concepts and applications and comes in two sections, the first of which is a guide for selection and uses, and the second of which is a guide to quality management and quality system elements.

Part 1 is a specification for design and development, including production, installation and servicing.

Part 2 is a specification for production and installation.

Part 3 is specification for final inspection and test.

Part 4 is described as a guide to the use of BS5750 and is divided into three parts: first, a specification for design and development; second, a specification for production and installation; third, a specification for final inspection and test.

## APPENDIX VII

### TWENTY ELEMENTS IN PART FOUR OF BS 5750

The twenty elements as specified in Part 4 of BS 5750 are as follows :

Management responsibility

Quality system

Contract review

Design control

Document control

Purchasing

Purchaser supplied product

Product identification and traceability

Process control

Inspection and testing

Inspection, measuring and test equipment

Inspection and test status

Control of non-conforming product

Corrective action

Handling, storage, packaging and delivery

Quality records

Internal quality audits

Training

Servicing

Statistical technique.



## APPENDIX VIII

### REPHRASING OF THE TWENTY ELEMENTS

BY ROGER ELLIS

The following is an extract from Roger Ellis's "Quality Assurance for University Teaching." Ellis rephrased the twenty elements specified in Part 4 of BS 5750 for adoption to suit a university conceived as a firm wishing to assure quality for its teaching service:

1. The university must produce a statement of its policy for quality in teaching and learning and ensure that it is understood by all employees of the University, including, but not only, academic staff.
2. The university must identify those responsible for key elements in the assurance of quality in teaching, the range of their authority and their interrelationships.
3. The university must decide how its quality standards will describe and how their accomplishment will be verified and by whom, bearing in mind that there should be some involvement of people independent of the particular output being verified.
4. The university must identify a particular senior person and associated committee responsible for its quality assurance operations.

5. The university must regularly review its management of quality in teaching and learning.
6. The university must set out in detail its system to assure quality in teaching and learning, including its organization and plan for a specified period. The policy, organization, system and plan should be set out in a quality manual or manuals.
7. The university should determine the nature of the contracts that will be established in general and particular with its students. The specific contract at course level should cover the expectations that teacher and students have of each other's contribution to the students' learning.
8. The university must identify the procedure that will be followed for the planning of courses and the validation of these plans against agreed standards. Inter alia, attention should be given to the consumers' contribution to design, the precise responsibilities of individuals and groups in planning and validation, the relation between design and implementation and the status of plans at each stage of the process of planning and validation.
9. The university should specify the documentation required for the assurance of quality with a view to brevity and direct relevance.
10. The university should set and monitor standards for suppliers and subcontractors associated with their teaching service, including both external and internal suppliers.

11. The university should ensure that key elements in teaching and their primary causes are identified in such a way that problems may be traced back to their roots and appropriate actions taken.
12. The university should address in detail the process that characterizes teaching and learning and the process that supports teaching in order that those features affecting quality can be controlled, standards can be set and monitored and problems can be identified and solved.
13. The university should devise reliable and valid measures that might be used to test and verify key elements in teaching, planning for teaching and student response to teaching.
14. The university should identify external inputs that will be necessary to verify the validity of internal quality assurance.
15. The university should devise procedures for identifying teaching that is sub-standard and take steps to remedy sub-standards elements.
16. The university should have established procedures with designated responsibilities to take short-term and long-term corrective action in response to complaints from students.
17. The university should keep such records as will allow objective assessment of the quality assurance system.
18. The university should devise a planned and documented system for internal quality audits of key features of the quality system, including, for example,



course validation, staff Training and educational services in support of teaching.

19. The university should identify the skills required of teachers to deliver teaching to agreed quality standards and ensure that all staff receive appropriate training.
20. The university should identify the contribution made by its various non-academic staff and associated resources to the meeting of standards in teaching, identify the standards necessary for those services and the skills necessary for personnel involved, and ensure that all staff receive appropriate training.
21. The university should offer training to all staff to encourage positive attitudes towards a comprehensible quality system.
22. The university should ensure that there is a follow-up to all its teaching to assess its acceptability and effectiveness to students, and that appropriate follow-up action is taken when teaching has not achieved its objectives.
23. The university should systematically gather data relevant to its quality objective and subject this to appropriate statistical analysis, the results of which then play a part in its review and planning.

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